

Reporting and Monitoring Workgroup

PURPOSE: Create strategies and measures to assess and monitor the progress of MCH training grantees in achievement of overall training program goals and individual program objectives. Sustaining and growing the training program depends upon the availability of both process and outcome data that document the achievements of the training program

WORKPLAN				
PRIORITY Workgroup Activities	Action Steps	Strategies for Implementation	Person Responsible (for initiating activity)	Time frame
1. Draft measures to determine: 1) extent to which the program provides trainees who work in underserved areas and 2) extent to which people from underserved communities are trained in the program (GOAL 1 -Objective 7 ¹)	Identify how grantees are currently measuring this.			
	Determine what evidence is needed for programs to demonstrate involvement in education of individuals from underserved communities.			
	Identify indicators that can be used to measure the evidence.			
	Obtain feedback from other workgroups on draft indicators.			
	Make recommendations to MCHB regarding reporting requirements for draft measures.			
2. Determine indicators of evidence that MCH training projects have translated research into policy, practice, or training. (GOAL 5-Objective 8)	Define what is meant by ‘translated research into policy, practice or training.’			
	Identify evidence needed for programs to demonstrate that research is translated into policy, practice or training. What do we want to measure?			

¹ List of priority Strategic Plan goals, objectives and related MCHB activities for reporting and monitoring are provided at the end of this document.

WORKPLAN				
PRIORITY Workgroup Activities	Action Steps	Strategies for Implementation	Person Responsible (for initiating activity)	Time frame
	Identify indicators that can be used to measure the evidence			
	Gather feedback from full workgroup and other key stakeholders and revise draft indicators as needed.			
	Recommend reporting requirements for this objective to MCHB			
3. Identify mechanisms to assess effectiveness of interdisciplinary training, including the impact on quality and cost benefit of the approach. (GOAL 5- Objective 6)	Obtain definition of “interdisciplinary practice” from interdisciplinary workgroup.			
	Determine how are programs currently measuring this			
	Identify what evidence is needed for programs to demonstrate interdisciplinary practice; What do we want to measure?			
	Identify indicators to be used to measure interdisciplinary practice			
	Obtain feedback from interdisciplinary practice and other workgroups on draft indicators and revise.			
	Make recommendations to MCHB regarding reporting requirements for draft measurement			

ADDITIONAL WORKGROUP ACTIVITIES				
Workgroup Activity	Action Steps	Strategies for Implementation	Person Responsible (for initiating activity)	Timeframe
4. Recommend reporting requirements for a “vigorous plan” for the recruitment and retention of trainees from culturally diverse backgrounds <i>(GOAL 2- Objective 2)</i>	Identify recruitment plans training programs are currently using. (Identify jointly with Diversity workgroup)			
	Identify recruitment plans used by other groups. (Identify jointly with Diversity workgroup)			
	Review plans and identify core elements of promising models.			
	Develop indicators for the required MCH Training Program recruitment plan.			
	Obtain feedback from other workgroups on draft indicators and use and revise.			
	Make recommendations to MCHB regarding reporting requirements for draft measurement.			
5. Develop indicators of trainees’ comprehensive instruction in family-centered services <i>(GOAL 2- Objective 3)</i>	Review (operational) definition of “family centered care” and core elements of comprehensive instruction in family centered care used by FCC workgroup.			
	Determine what evidence is needed to demonstrate that students have had comprehensive training in family centered care.			
	Identify indicators that can be used to measure the evidence of comprehensive instruction			
	Obtain feedback from FCC workgroup and following revisions, obtain feedback from other workgroups on the draft indicators.			
	Make recommendations to MCHB regarding reporting requirements for draft measurement.			

6. Recommend reporting requirements to MCHB for evidence of providing trainees with comprehensive instruction in family-centered services (GOAL 2- Objective 3)	Develop recommendations for reporting requirements based on product of Workgroup activity #5.			
7. Develop indicators of trainees' comprehensive instruction in cultural competency (GOAL 2- Objective 3)	<i>To be determined. MCHB feels that progress has been made on this aspect of the objective and would like the workgroup to focus on family centered care element first.</i>			
8. Recommend reporting requirements to MCHB for evidence of providing trainees with comprehensive instruction in cultural competency (GOAL 2- Objective 3)	<i>To be determined. MCHB feels that progress has been made on this aspect of the objective and would like the workgroup to focus on family centered care element first.</i>			
9. Recommend to MCHB reporting requirements for field or applied experiences designed to lead trainees to cultural competency and to an understanding of family-centered care. (GOAL 2- Objective 6)	Review summary of field placement practices and models developed by Family Centered Care Workgroup.			
	Work with Family Centered Care workgroup to Develop indicators of family centered, culturally competent field placements.			
10. Develop minimum data set for monitoring the graduates of MCHB long-term training programs who demonstrate field leadership five years after graduation. (GOAL 4-Objective 2)	Consider what information grantees want to know about graduates at 5 years post graduation	Draw on experience of LEND, LEAH and PPC grantees		
	Identify and review various mechanisms employed by grantees to track graduates 5 years post graduation and the extent to which this information is currently collected.			
	Propose core data elements to be collected by grantees.			

11. Recommend revised reporting requirements to MCHB for graduates of MCHB long-term training programs who demonstrate field leadership five years after graduation (GOAL 4-Objective 2)	Develop recommendations for reporting requirements based on product of Workgroup activity #10.			

MCH Training Priority Strategic Plan Goals and Objectives Related to Reporting and Monitoring

GOAL 1 -Objective 7: By 2008, increase by 20 percent the proportion of graduates of MCH training projects who work in or with underserved communities. (Identify baseline by 2005.)

MCHB Activities: Require every MCH-funded training project to demonstrate its involvement in educating individuals from underserved communities (e.g., directly offering training to community health workers or use of the train the trainers approach, engaging in specific campaigns to recruit graduate students from underserved communities, involvement in community-based collaborative research, etc.)

GOAL 2- Objective 2: By 2010, increase the number of MCH training programs that have increased the diversity of their trainee classes. (Identify baseline and target by 2005.)

MCHB activity: Require all funded training projects to have a vigorous plan for the recruitment and retention of trainees from culturally diverse backgrounds/

GOAL 2- Objective 3: By 2008, increase to 100 percent the proportion o MCH trainees who receive comprehensive instruction in cultural competency and family-centered services by the completion of their training. (Identify baseline by 2005)

MCHB Activity: Require all MCHB-funded training projects to demonstrate that trainees have received comprehensive instruction in cultural competency and family-centered services.

GOAL 2- Objective 6: By 2010, increase the proportion of MCH training programs that include field or applied experiences designed to lead to cultural competency and to an understanding of family-centered care. (Identify baseline and target by 2007)

MCHB Activity: Require all MCHB-funded projects to have a field and/or applied placement experience for trainees in a setting that is family centered and culturally competent.

GOAL 4-Objective 2: By 2009, increase to 80 percent the graduates of MCHB long-term training programs who demonstrate field leadership Five years after graduation.

MCHB Activity: Require that all MCHB-funded training projects have a process in place to provide longitudinal follow-up data about graduates' employment, research, advocacy efforts, programs initiated, publications submitted, etc.

GOAL 5- Objective 6: By 2010, increase by 5 the number of research projects that address the effectiveness of MCH interdisciplinary training, including the impact on quality and cost benefit of the approach. (Identify baseline by 2005.)

MCHB Activity: Initiate a new research priority on the effectiveness of MCH interdisciplinary training.

GOAL 5-Objective 8: By 2008, increase to 100 percent the proportion of MCH training projects that can provide evidence that they have translated research into policy, practice, or training. (Identify baseline by 2005.)

MCHB Activity: Require long-term training projects to teach trainees how to conduct research, how to present the findings of such research, and how to incorporate research findings into policy and practice.